DOCUMENT RESUME

ED 345 481 EC 301 243

AUTHOR Dodd, John M.; Rose, Patricia M.
TITLE Faculty Handbook: Students with Learning Disabilities.
INSTITUTION Northern Arizona Univ., Flagstaff. American Indian Rehabilitation Research and Training Center.
SPONS AGENCY National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE 91
CONTRACT H133B80066
NOTE 43p.; Illustrated by Lance C. Hogan.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; *American Indian Education; American Indians; Colleges; College Students; Definitions; Intervention; *Learning Disabilities; Postsecondary Education; *Student Characteristics; *Student Personnel Services; *Teaching Methods
IDENTIFIERS *Tribally Controlled Education

ABSTRACT

This handbook was prepared to help faculty members at American Indian tribally controlled colleges meet the challenges of teaching a heterogeneous population of persons with learning disabilities. The handbook does not attempt to point out the specific cultural ramifications of learning disabilities, but instead focuses on information about persons with learning disabilities, services, and accommodations. The handbook begins with definitions of learning disabilities, characteristics of college students with learning disabilities, adult manifestations of learning disabilities, and examples of the difficulties experienced by individuals with learning disabilities. Then, procedures and services to enhance success for persons with learning disabilities are discussed, including instructional accommodations; examination accommodations; suggestions for students; and services such as counseling, course substitutions, and liaison with secondary school programs. (Approximately 60 references) (JDD)

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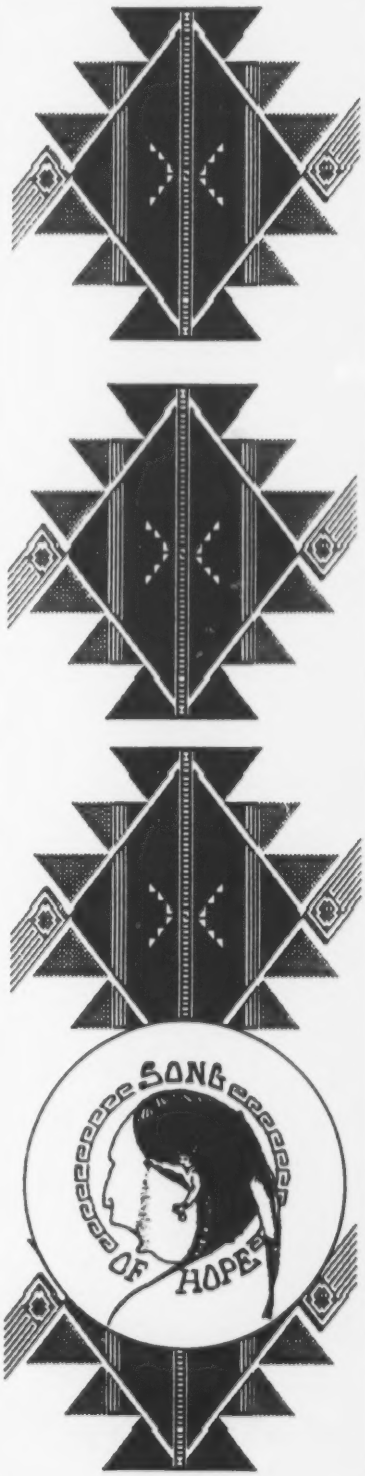

Faculty Handbook: Students with Learning Disabilities

1991

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Funded by the National Institute on Disability and Rehabilitation Research (NIDRR), Office of Special Education and Rehabilitation Services, U.S. Department of Education, Washington, DC, Grant No. H133B80066.

The contents of this report is the responsibility of the American Indian Rehabilitation Research and Training Center and no official endorsement by the U. S. Department of Education should be inferred.

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Acknowledgments

We wish to acknowledge the following persons who made helpful suggestions: Joan Lohsleben, former resource room teacher at Browning High School in Browning, Montana; Elaine Allery, Multicultural Student Services, Eastern Montana College; Michael Graham and Mary Morup, Student Opportunity Services, Eastern Montana College; Stephen Moore, Special Education and Reading Department Eastern Montana College; Barbara Landstrom and Mike Hermanson, Salish Kootenai College; Sandra Feralio, Eastern Montana College; and Carol Brown, Lewistown, MT Public Schools. Additionally, we acknowledge Greg E. Gerard and Dennis Schuld whose computer expertise was essential for the completion of the project.

Recognition of Artist

The art work was created by Lance C. Hogan. Mr. Hogan earned an A.A. Degree from Little Big Horn College. He earned a B.S. in Education and a B.A. Degrees from Eastern Montana College.

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Part One

ADULT STUDENTS WITH LEARNING DISABILITIES

Purpose

This handbook was prepared to help faculty members at tribally controlled colleges meet the challenges of teaching a heterogeneous population of persons with learning disabilities. While we recognize the challenges of teaching persons from diverse cultural and linguistic backgrounds, we did not attempt to point out the specific cultural ramifications of learning disabilities. We recognize that faculty members who teach at specific tribally controlled colleges understand the cultures of those tribes better than we. We attempted to provide information about persons with learning disabilities and services and accommodations, which faculty members in tribally controlled colleges can adapt for use in their own settings. While many of the accommodations also need to be provided for persons with other disabilities or who have other learning problems, this handbook addresses learning disabilities.

Introduction

A greater percentage (5.28%) of American Indian students is identified with learning disabilities than any other ethnic group (Blacks 4.26%, Hispanics 4.14%, Whites 4.14%, Asians 1.66%) (O'Connell, 1987). It has been suggested that Indian students are overidentified with learning disabilities (Latham,1984). Problems have been identified with the tests and procedures presently used to identify Indian children with learning disabilities (e.g., Dana, 1984; Sattler, 1988). However, the causes of learning disabilities are not known and it is possible that some of the suspected causes might be more

frequent among Indian persons. For example, a high incidence of one of the suspected causes of learning disabilities, otitis media (an inflammation of the inner ear), has been reported among Indian children (e.g., McShane &Mitchell, 1979); Scaldwell, 1989; Scaldwell & Frame, 1985; Thielke & Shriberg, 1990). It has also been demonstrated that there is a relationship between having had otitis media and later reading problems among Indian children (e.g., Scaldwell, 1989; Thielke & Shriberg, 1990). It is also possible that learning disabilities might be caused by the high incidence of substance abuse which has been reported among Indian people (e.g., May, 1986; Weibel-Orlando, 1989; Young, 1987). Until the issues of incidence cause, and possible overidentification are resolved, Dodd and Nelson (1989) pointed out that it is reasonable to assume there are proportionately as many persons with learning disabilities among Indian persons as among other ethnic groups.

Early views on learning disabilities suggested that remediation would eliminate learning disabilities in children. However, that has not proved to be entirely true. Special education services which were made available in elementary schools were found to be necessary in middle schools, junior high schools, and senior high schools. Indeed, it has been demonstrated that learning disabilities persist into adulthood (e.g., Gerber, Schnieders, Paradise, Reiff, Ginsberg, & Popp, 1990; Rogan & Hartman, 1990). Perhaps because services were made available which enabled students with learning disabilities to complete secondary school, increasing numbers of students with learning disabilities are now able to attend colleges and universities (Mangrum & Strichart, 1984).

Many colleges and universities provide services for students with learning disabilities (e.g., Beirne-Smith & Deck, 1989; Strichart, 1990). Additionally, one follow-up study of college graduates who received services for students with learning disabilities reported that these graduates were employed in their major or related areas and that they frequently continue to use the compensatory strategies they learned for college in their employment (Adelman & Vogel, 1990). Research has shown that faculty members are willing to provide accommodations for students with learning disabilities at a traditional vocational community college (Nelson, Smith, & Dodd, 1991), a state college (Nelson, Dodd, & Smith, 1990) a public university (Matthew, Anderson, & Skolnick, 1987), and a tribally controlled college (Dodd, Hermanson, Nelson, & Fischer, 1990). It seems reasonable to believe that faculty at other institutions would also be willing to provide needed accommodations for students with learning disabilities.

In one study of peer attitudes toward accommodations for students with learning disabilities at a tribally controlled college, the students were reported to accept the need for some accommodations, although they were undecided about others (Dodd, Hermanson, Landstrom, Nelson, & Rose, 1991). If American Indian students with learning disabilities are to have access comparable to non-Indian students at other colleges, tribally controlled colleges should provide services and tribal college faculty should provide accommodations for students with learning disabilities (Dodd & Nelson, 1989).

Persons with learning disabilities may be average or above average in intelligence. They have become successful in a wide variety of occupations. In deed, many famous persons have had learning disabilities, sometims identified as dyslexia. For example, Nelson Rockefeller, who served as vice president of the United States and governor of the state of New York, was dyslexic, and Albert Einstein's language disabilities persisted throughout his life (Lerner, 1988). Woodrow Wilson, Thomas Edison and the French sculptor, Auguste Rodin had difficulty in school attributed to learning disabilities (Thompson, 1971). Additionally, Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in recruiting, testing, and provision of services after admission (Vogel, 1982) and persons with learning disabilities are included among those disabilities (Rothstein, 1986). Section 504 of the Rehabilitation Act says that reasonable accommodations must be provided or institutions of higher education may lose all federal funding. One national survey of member institutions of the Association on Handicapped Student Service Programs in Postsecondary Education revealed that most of those institutions were in compliance with federal Section 504 regulations (Bursuck, Rose, Cowen, & Yahaya, 1989). All individuals with learning disabilities should have the opportunity to succeed.

Eligibility for rehabilitation in the state and federal vocational system was extended to persons with learning disabilities in 1981 (Federal Register, 1981) and presently most rehabilitation counselor education programs address learning disabilities (Dodd, Nelson, Ostwald, Fischer, & Rose, 1991). However the need to provide culturally relevant counseling also has been recog-

nized (e.g., Thomason, 1991) and the effects of psychocultural variables on learning (e.g., Tharp, 1989) have been recognized. The implications of cultural pluralism for rehabilitation personnel also have been pointed out (Dodd, Ostwald, & Rose, 1991) and rehabilitation counselors have indicated the need for specific information about American Indian cultures and practices (Martin, Frank, Minkler, & Johnson, 1988). While it has been reported that most rehabilitation counselor education programs address cultural pluralism, they infrequently specifically address American Indian cultures (Dodd, Nelson, Ostwald, & Fischer, 1991). However, it has been demonstrated that tribally controlled colleges can serve students with disabilities effectively (Hermanson & Landstrom, 1990). Rehabilitation counselors may choose tribally controlled colleges for providing rehabilitation because they are recognized for providing culturally relevant educational programs. Therefore, it is important for tribal college faculty to be prepared to provide appropriate accommodations for students with learning disabilities.

Definitions of Learning Disabilities

While the term learning disabilities has been established since 1963, there has been disagreement regarding an appropriate definition. The definition used by the U.S. Office of Education (USOE, 1977) in P.L. 94-142, which has been used to establish services for public schools follows:

> "Specific learning disability" means a disorder in one or more of the basic processes involved in understanding or using language spoken or

written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage. (USOE, 1977, p. 65083)

The federal definition has been viewed as unsatisfactory for a number of reasons. For example, basic psychological processes are hard to define and are difficult to measure. It also refers to children, whereas the persistence of learning disabilities and associated problems in adulthood have been addressed by a number of learning disabilities professionals as well as by the National Joint Committee on Learning Disabilities (NJCLD, 1985).

The NJCLD (1987) proposed a definition which seems to have the support of many professional persons. This definition states:

"Learning disabilities" is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even

> though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, or inappropriate instruction, psycholinguistic factors), it is not the direct result of those conditions or influences. (Hammill, Leigh, McNutt, & Larsen, 1981, p. 336).

Regardless of the definition employed there are common elements in the definitions (Lerner, 1988). They include neurological dysfunction, uneven growth pattern, difficulty in academic and learning tasks, discrepancy between achievement and potential, and exclusion of other causes of learning problems. While cultural differences may make it difficult to learn in Eurocentric classrooms, these difficulties should not considered to be learning disabilities, or to be causes of learning disabilities.

College Students with Learning Disabilities

College students with learning disabilities might or might not have been identified with learning disabilities in elementary or secondary school. They might also be persons who dropped out of high school. If they did drop out and can have their learning disabilities verified, they may have special accommodations to take the Test of General Educational Development (GED) (American Council on Education, nd). Such students may have the advantage of maturity and a greater sense of purpose for attending college.

Sometimes students with learning disabilities have managed to keep their learning problems hidden. However, increased academic demands of college level courses may require services not needed in secondary schools. They may try to keep their learning problems hidden in college as well

(Allard, Dodd, & Peralez, 1987). However, students are likely to find faculty members more understanding if they identify themselves at the beginning of the term rather than waiting until they have done poorly on examinations or failed.

Students with learning disabilities do not appear to be different from other students, but they do not learn as easily or sometimes in the same ways other students do. They may also have to demonstrate that they have acquired information in different ways. Awareness and accommodations can make the difference between success and failure. Some examples may help to illustrate this.

Howard was a young man of 23 years of age who had not attempted college right after completion of high school - partly because he did not particularly enjoy school. He had an adequate vocabulary and comprehended information readily when he was told or when something was shown to him or demonstrated. However, he did not read very well. He had been called dyslexic when he was nine years old, but learned to read later. However, he was an inefficient reader. He had difficulty with sound and letter relationships, which made it difficult to decode words he had not seen before. He used "talking books" to assist him in acquiring information. He learned to explain his learning disability to his instructors in college, along with what accommodations would be required. Most instructors let him take examinations orally or provided a reader. It took him a little longer, but he graduated from college and today he is successfully running his own business.

William was not as successful. He, too, had learned to identify himself as a person with learning disabilities. His English instructor who frequently called on students to read poems or passages orally in class. He tried to explain that he would need to be told in advance if he were to be required to read a passage in class. The instructor did not cooperate. Instead, he called on him to read in class without advance notice. William read haltingly, mispronouncing a number of words. The other students seemed to think William was purposely reading the passage wrong and laughed at his performance. After that class period ended, William dropped the class. Despite his superior performance in psychology and sociology, which interested him a great deal, he did not attempt an English class again. He dropped out of college and is employed at a menial, low-paying job even though he is a bright and capable young man.

Adult Manifestations of Learning Disabilities

There have been many attempts to describe children and adolescents with learning disabilities, although perhaps their greatest commonality is difficulty in some aspects of school learning. It is presently believed that adults retain many of the same problems as younger persons with learning disabilities, although their experience and instruction have made it possible for them to manifest the learning problems more subtly. Thus, it may be more difficult to recognize adults with learning disabilities than children with learning disabilities.

While there has been extraordinary growth and interest and understanding of adults with learning disabilities (Vogel, 1990), it is difficult to describe persons with learning disabilities because they are not a homogeneous group. They exhibit problems with a particular activity at times, but at other times the difficulty might not be apparent. They may have difficulty with reading, writing, mathematics, spelling, speaking, listening, memory, or study skills.

Examples of Difficulties

Sometimes persons with learning disabilities fail to use effective strategies to accomplish tasks. Some persons with learning disabilities may have particular difficulty in retrieving information. They may be persons who know the names of objects or persons, but who have difficulty retrieving this information for use at the appropriate time. However, later the names or words will be retrieved. Persons with learning disabilities may have difficulty differentiating between similar objects or words. They may attend to inappropriate parts of the objects or words, making it difficult to differentiate them from similar items.

Persons with learning disabilities may have difficulty with time, making it difficult to plan completion of a complex task at a certain time. They may also exhibit time management problems, devoting too much time to one activity with little or no time for an equally essential task.

Persons with learning disabilities sometimes have difficulty keeping columns straight and sometimes copy problems wrong. They may also rearrange numbers when they write down a telephone number or postal zip code number. Others may have difficulty with space, which can explain going to the wrong building for a class or being confused about where they are when they leave a building from a different door than they entered. They may have difficulty with fine motor skills, causing barely legible or illegible handwriting. They might compensate for handwriting problems by printing rather than using cursive writing.

The above kinds of manifestations of learning disabilities may be noticed when students have difficulty with complicated directions or copying problems from chalkboards or books or from dictation. They may make what seem like silly mistakes in mathematics or spelling, which a faculty member who is not aware of learning disabilities might attribute to carelessness or not attending to the task.

Students with learning disabilities may appear to be disorganized. They may also have difficulty remembering information, which they seemed to possess and understand. They also may avoid participating in class activities or they may have difficulty recalling the right word during class discussions, although they have previously demonstrated familiarity with the term. They may have unusual difficulty with maps. Or they might reverse words or letters when they read or write.

While many persons have similar problems, persons with learning disabilities are likely to exhibit combinations of several of these problems. Additionally, they are likely to be more severe than among other persons.

Students adjust to learning disabilities in many ways and exhibit the effects of learning disabilities in various ways, sometimes very subtly. Students can compensate and cope with their problems. However, success may require more than student effort. It is important for faculty members to be alert to the possibility of having students with learning disabilities in college classes. Then they can make adjustments in their instructional procedures or the ways they evaluate students.

Part Two
Procedures and Services to Enhance Success for Persons with Learning Disabilities

Instructional Accommodations

There have been many reports of accommodations and procedures which help persons with learning disabilities to be successful in college (e.g., Allard, Dodd, & Peralez, 1987; Decker, Polloway, & Decker, 1985; Nelson & Lignugaris/Kraft, 1989; Shaw, Brinckerhoff, Kistler, & McGuire, 1991; Vogel, 1982). There are also reports of service programs (e.g., Bursuck, Rose, Cowen, & Yahaya, 1989; Ostertag, Pearson, & Baker, 1986) and recommendations for establishing such programs (e.g., Vogel, 1982). Specific suggestions in the literature on adults with learning disabilities in post-secondary institutions include such varied subjects as reports of ways to manage foreign language requirements (e.g., Ganschow, Myer, & Roeger, 1989; Lerner, Ganschow, & Sparks, 1991), teaching geology to students with learning disabilities (Davis, Eves, & Davis, 1990), teaching mathematics to students with learning disabilities (Corn, 1987), teaching student nurses with learning disabilities (Tumminia & Weinfield, 1983) and preparing students with learning disabilities for careers in human services (Herzog & Biderman, 1991). However, accommodations will be presented here without reference to the particular subjects in which they might be useful. It is important to be cautious about accepting promises of a "cure" or dramatic breakthrough (Rooney, 1991). In the past, there have been unfounded beliefs and claims about ways to eliminate learning disabilities. Unfortunately, findings to date suggest that there are no perfect solutions for problems related to learning disabilities. Both students and faculty will have to adapt to the manifestations

of learning disabilities in their own unique ways. Following are a series of suggestions which may help. They are listed in alphabetical order.

Advance Organizers. When faculty members provide an outline of the content to be mastered at the beginning of the class , it may help students with learning disabilities to organize their thoughts or notes around the main points. Sometimes instructors can start the class by writing down on the chalkboard the organization of the day's lecture or activities. It may be helpful to make notes on overheads as the class lecture is delivered. Other visual aids, such as mock-ups or material on bulletin boards may be helpful if they are pointed out to students.

Calculators. Permitting students to employ calculators may help students to demonstrate they understand mathematical processes with fewer mistakes. It is also important to assess the process students employ without counting a problem wrong as soon as a wrong answer is encountered. It is useful to demonstrate each step of both the problem and use of the calculator in class so students have an opportunity to demonstrate they have acquired the necessary skills to solve successfully complex problems.

Class Notes. Many students with learning disabilities have difficulty taking notes. They may have difficulty transferring what they hear to written material or they may have difficulty organizing their notes. Therefore, it is useful if faculty members will make specially prepared class notes available. Sometimes students who do not have learning disabilities will share their notes or specially prepare notes for students with learning disabilities. It is also helpful to review students' notes to be sure they are writing the important

elements of the lecture. If they are not, it is helpful to point out what would be pertinent to record and how the material could be identified. The lecture should be presented in a predictable pattern and the pattern should be followed during each class period.

Cooperative Learning. Group projects which involve cooperation to complete the task are especially useful. This includes not singling out an individual for praise, but rather praising the entire group. This may also facilitate the development of social skills.

Demonstrations. When the subject lends itself to showing students rather than just lecturing or telling, the demonstrations may be a better way of teaching students with learning disabilities. It is sometimes difficult to become accustomed to modeling how one completes a task or how one must think to solve a problem, but it may make it easier for some students with learning disabilities to understand the material. It is especially helpful to follow the demonstration with an opportunity for students to follow the same procedure and successfully arrive at the same or similar conclusions.

Dictation. Students with learning disabilities may need to dictate material for their assignments. It can then be transcribed and handed in.

Directions. Since students with disabilities may have difficulty following the necessarily complex directions for special projects or written papers, it is helpful to provide examples of correctly completed projects. It is also helpful to have the students repeat the directions in their own words so that errors can be detected and students will not waste their time carrying out inappropriate tasks.

Encouragement. It is important to be positive with students with learning disabilities, who have usually experienced inordinate failure with school tasks. It is necessary to point out errors, but it is equally necessary to provide affirmation regarding successes.

Extended Deadlines. Because of organizational or time management problems, it may be necessary to extend deadlines for projects for persons with learning disabilities. When it is a matter of a good quality project or meeting a deadline, it is worth extending the deadline for a quality product. It is helpful if necessary deadlines are set for component parts of the project. For example, a deadline could be established for having looked up appropriate references and another deadline set for having a first draft submitted.

Preferential Seating. It may be helpful to permit and encourage students with learning disabilities to sit in front rows. This can facilitate copying material from a chalkboard or overhead screen. It also may facilitate taping a lecture. For students with auditory perceptual processing difficulties it may also be helpful to be nearer to the speaker and also to be able to attend to facial expressions or gestures which accompany the spoken word.

Program for Success. It is helpful to plan projects in such a way that students experience success from the outset. Then it is helpful to identify the success and attribute the success to student effort.

Remembering. It is helpful to list information on the chalkboard which must be remembered. It is also helpful to point out if the list must be memorized. Additionally, since students with learning disabilities may not possess strategies for recall, it is sometimes helpful to demonstrate the use of a mne-

monic device, such as remembering that the first letters of the word "face" are the names of the spaces in the treble clef. It may be helpful to take a part of the class period to demonstrate how efficient learners use such aids to remembering.

Structure. Many students with learning disabilities function best when there is structure. That means that the class periods and examinations or other class activities are consistently carried out in the same manner and sequence from day to day. Daily activities may need to be carried out in the same order every day.

Tape Recorders. It may be easier for students with learning disabilities to tape record a lecture for later review rather than using written class notes. Tape recorders may also be used in conjunction with class notes. However, they must remember to take notes or duplicate any important visual materials.

Trust. It is important to spend time with students to develop a feeling of trust. Academic success and respect from teachers are almost sure to have been rare experiences for American Indian students with learning disabilities. It may be worth spending time at the beginning of the class to establish rapport with students and starting the course content more slowly than one might otherwise do to establish a feeling of genuine mutual respect and trust. Taking time after class to ask how classes are going and scheduling conferences to discuss student progress are ways to convey interest and concern.

Word Processors. Because of difficulties with handwriting and spelling it is helpful if students with learning disabilities are permitted to write papers with word processors. They can be encouraged to use the spelling

checkers to catch misspelled words. They can also be encouraged to work with other persons who can check the organization of their written material and when necessary move passages to more appropriate parts of the text. Additionally, students with learning disabilities could benefit from the use of grammar checking programs available with some word processors. They, and all students, should be encouraged to write successive drafts of written material, which the use of word processors easily accommodates. If a word processing class is available, it is a good idea to have students with learning disabilities enroll in the class at the earliest possible time.

Examination Accommodations

Many students with learning disabilities have difficulty with some kinds of examination formats. It is helpful if faculty members will permit students to demonstrate their knowledge and understanding in a variety of ways. The following list includes possible suggestions for examination accommodations. They are in alphabetical order.

Dictate Answers. Students with learning disabilities may be permitted to dictate the answers to examination questions to a person who writes their responses. The examinations can then be graded along with the other written examinations.

Examination Readers. It may be necessary to read examinations to students with learning disabilities, who can then answer the required questions. Proctors other than course instructors are sometimes provided.

Extra Time. Students with learning disabilities may require extra time to complete an examination. Some students write well, but very slowly. Sometimes it is helpful to arrange a different time for the examination so the needed extra time can be provided. However, students with learning disabilities may fear appearing to be different. It may be worth the effort to make sure students can stay later or come back after class periods without attention given to the fact that it was necessary. It is appropriate to set a proportional amount of time and not exceed it. Otherwise some students may take an excessive amount of time on an examination, which can then cause additional scheduling problems.

Grading. It is important that all students are graded fairly. While students with learning disabilties may find it necessary to demonstrate in different ways that they have acquired information or understanding, it is only fair to other students if the same knowledge requirements are maintained. It is important that students are given credit for the content of their answers without being penalized for grammatical or spelling errors which may be the result of having learning disabilities. Certainly instructors may wish to point out spelling or other errors, but those should not be grading criteria.

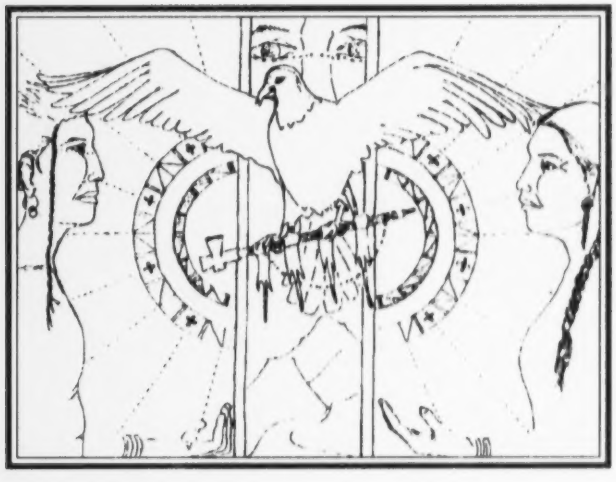
Group Testing. It may be worth the effort to provide opportunities for students to demonstrate their mastery of course content with group examinations. This might capitalize on cultural values which emphasize cooperation and encourage students to demonstrate accomplishments for the good of the

whole group.

Open Book Testing. Often the purpose of a course can be assessed without excessive emphasis on memory. When that is possible, it is preferable to evaluate with open book or notebook examinations.

Oral Examination. Students may be able display competence or mastery of knowledge or understanding better orally than through written or objective test formats.

Oral Report. Students with learning disabilities may be permitted to provide oral reports rather than written reports. They can be made in class, as a part of the course content, or a separate time can be provided.



Suggestions for Students

Researchers have written about adaptations and compensatory procedures which students with learning disabilities can employ (e.g., Dexter, 1982; Pope, 1985). It is helpful if faculty members are familiar with procedures students with learning disabilities can follow which make academic tasks easier for them. It should be remembered that the needed adaptations will vary with the specific manifestations of learning disabilities. The following are suggestions to help students with academic tasks. They are listed in alphabetical order.

Calendars. To help with organization and time management students should be encouraged to keep a weekly or monthly calendar with the time for regularly scheduled activities, such as classes indicated. They should indicate the day and time when long assignments or projects must be accomplished.

They also should record how much time various assignments and tasks require each day to help them plan for other days with similar requirements. They also might find it is appropriate to schedule periodic breaks from study.

Pencil Grips. It is sometimes helpful for students with fine motor coordination problems, which make handwriting difficult, to use rubber grips which can be placed on pencils. This enlarges the surface to be grasped and makes it easier to hold the pencil and write more legibly.

Raised Line Paper. Some students may require writing paper which has slightly raised lines. This helps to keep handwriting or printing on the line.

Study Areas. Students should be encouraged to find areas where they can study with few distractions. Since many students with learning disabilities are easily distracted by extraneous noise or visual stimuli, they should be encouraged to find an area in the library or other place where they study that is relatively free of distractions. For example, they might choose to sit at a study table facing a wall rather than facing other students.

Underlining. Students should be encouraged to underline or highlight important words or concepts. They might want to underline or highlight with more than one color. For example, they could use yellow underlines to indicate important words they must remember while green underlines could indicate important concepts. It is important not to make the material confusing with too many colors.

Vertically Lined Paper. When students are working mathematics problems or doing other things which require columns, they may find it helpful to turn the paper so the lines are vertical. This can facilitate keeping the columns in straight lines. A variety of columnar pads are available for this purpose.

Services

Important services which can be provided for students with learning disabilities have been reported (e.g., Blalock & Dixon, 1982; Marchant, 1991) and are briefly described below. While some of these needed services require expenditure of funds, some do not. They are presented in alphabetical order.

College Survival Courses. It is helpful to have courses such as study skills courses available for students with learning disabilities at their first enrollment in college. Courses with titles such as "return to learn" may be particularly helpful to students with learning disabilities and other students who have not attended school recently.

Counseling Services. Students with learning disabilities sometimes need group or individual counseling. They may also need vocational counseling to assure they choose a career in which they will be able to appropriately compensate for their learning disabilities.

Course Substitution or Waiver. It is beneficial to have a procedure to substitute another course for a required course or to waive a requirement. For example, while some students with learning disabilities can master a foreign language with appropriate instruction, others may require a substitute course which satisfies the intent of the requirement. The ramifications of waiving a course or substituting for it should be carefully discussed with the students. Waiving or substituting for some courses could result in less employability or less likelihood of continuing on in a field or toward advanced degrees.

Early Registration. Students with learning disabilities may need to be permitted to register early for classes. This may permit them to take a particular section of a class with a person who can serve as a note taker or it may permit them to enroll in a particular section in which the instructor is willing to make necessary accommodations. Since the registrar or other administrative personnel may not know about learning disabilities, it may be necessary to explain that learning disabilities are not obvious disabilities such as visual or hearing impairments.

Early Warning System. It is important for students with learning disabilities to have a warning system before the last date to drop classes without penalty or mid-term to indicate to them that an adjustment in their performance may be needed. Their advisors should be informed at the same time and a conference with the student should be scheduled. At that time a survival plan should be developed, which might include tutorial assistance or assistance with study skills. It should be made clear to the students that this is not punitive, but rather an opportunity to address problems with a positive plan.

Faculty and Staff Education. Most faculty and members and staff do not have specific information about learning disabilities or preparation for teaching students with learning disabilities in their background. However, with specific information provided in a faculty workshop or in faculty meetings, many faculty members become interested in students with learning disabilities and the challenges they present.

Faculty Surveys. It is helpful if the persons who coordinate programs for students with learning disabilities know what accommodations faculty members are willing to provide. The faculty members can also report the requirements in their courses, which will assist persons who advise students with learning disabilities to provide appropriate advice regarding particular course requirements and when to schedule students to take certain courses. A summary of the kinds of requirements can then be made available to students prior to registration so they may balance their academic load.

Learning Disabilities Coordinator. It is appropriate to have one person named as the learning disabilities coordinator, who serves as advisor to students with learning disabilities. In a large college this could be a person whose only responsibilities are to be sure appropriate services are provided to students with learning disabilities. However, it might also be a counselor who has many other duties or even an interested and knowledgeable faculty member who wishes to be helpful to persons with learning disabilities. Although there is a coordinator, the faculty should know that the student may be developing self-advocacy and not expect the coordinator always to contact the faculty regarding specific accommodations.

Liaison with Secondary School Programs. It is important for admissions or other designated personnel to maintain contact with specialists on learning disabilities in secondary schools from which students with learning disabilities might be drawn. In that way transition plans can be devised which capitalize on using procedures and adaptations which have been found to be helpful before students have had to experience failure.

Provision of Tutors. Some colleges provide tutors for persons with learning disabilities or other disabilities. Frequently the tutors are other students with particular ability or knowledge of particular course content.

Reduced Load. It is important for students with learning disabilities to enroll in a reduced load of coursework. It may make the difference between doing very well in three courses and doing poorly or even failing in five courses.

Special Orientation Session. It may be possible to provide an orientation session for students with learning disabilities and other students who might be at risk. It can start before classes and be extended for weekly meetings throughout the first term. That will enable the people who run the session to remain in contact with the students and help find solutions as problems arise.

Supplemental Instruction. It is helpful if faculty who teach courses known to be particularly difficult are willing to have extra sessions designed to help students who are having difficulty with the particular courses. For example for Monday, Wednesday, and Friday classes, these might be provided by the instructor on Tuesday and Thursday. Sometimes supplementary classes are listed with the regular class schedule.

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